

TEACHING STRATEGIES PLAN

<p>NAME OF LEARNING ACTIVITY</p>	<p style="text-align: center;">Level 4 Competency – Bloom’s Level: Create</p> <p style="text-align: center;">Poster Session: Share the Wealth!</p>
<p>Learning Activity Summary</p>	<p>Students will be divided into small groups to create a poster presentation that demonstrates a QI project that they were involved with during their clinical rotations. This poster will combine information learned in prior lessons including the use of the PDSA model and Fishbone Diagram. The students will present their posters to the class and then the diagrams will be put on display in the SON atrium.</p>
<p>Domain of Learning (Bloom’s Taxonomy Revised)</p>	<p>Cognitive (identify level): Students will apply and analyze information gained throughout the nursing program to create a poster that depicts understanding of QI processes.</p> <p>Affective: Students will learn to receive and respond to phenomena, demonstrate worth of value and organizes values as it pertains to QI.</p> <p>Psychomotor: Articulation & Naturalization: Students will use knowledge and both creative skills and presentation skills to develop a poster that is progressive and depicts the progression of QI projects.</p>
<p>Student-Centered Learning Objective(s)</p>	<p><i>At the completion of this learning activity, the learner will:</i></p> <ul style="list-style-type: none"> ➤ Create a visually appealing representation of the QI process ➤ Construct an educational resource to explain how patient care is improved as a result of QI projects
<p>Preparation Required by Teacher/Facilitator and Materials Needed</p>	<p>Develop a grading rubric to explain poster requirements. Students will determine their own QI topics.</p> <p>Materials: Will be dependent on student preferences for poster creation. Some supplies will be available in the student lab though nothing is guaranteed. Students will be responsible for additional supplies.</p>
<p>Time Allotted</p>	<p>Students will be provided with a 4 week time frame to complete the poster utilizing time outside of class with their group members. Each group presentation will be limited to 10 minutes and will be held during the last week of classes.</p>
<p>Learning Styles Addressed by Activity</p>	<p>Information presentation will be sight and text. Modality of learning is through visual and verbal content. The delivery approach will be active. Understanding will be gained through the use of a holistic approach.</p>
<p>How is content connected to prior learning?</p>	<p>The content in this poster presentation will serve as the student’s final project. The poster presentation will tie</p>

	together all of the knowledge that the students have gained about the QI process throughout their time spent in the classroom and during clinical rotations.
Reflective Debriefing with Learners (post-learning activity) How will it be accomplished?	Students will engage in discussion regarding the development of their posters and the impact it will have on patient care, the role of the nurse in QI as well as identified challenges or barriers to QI and what approaches could be taken to overcome them.
Evaluation of Learning (<i>How will it be accomplished?</i>)	A rubric will be used to evaluate learning and grade the posters.
Teacher Reflection (<i>justify choice of learning activity and good “fit” for the identified learning objectives</i>)	The poster presentation serves as a summative evaluation for learners to demonstrate their understanding of QI as they have gained knowledge throughout the nursing program. Students will be able to engage in their creative abilities to develop a poster that is meaningful to nursing practice, patient care and to their self-worth as a future nurse. Students will be able to reflect back on what they have learned to see how they have made an impact in the quality of care they provided to patients in their clinical rotations. Displaying their posters in the SON atrium will allow students to feel proud of their accomplishments.

Reference:

Herrman, J. W. (2016). *Creative teaching strategies for the nurse educator (2nd ed)*. Philadelphia, PA: F. A. Davis Company.